

10 Components of Quality Bully Prevention Programs

1. **A focus on the entire school environment which includes:**
 - A comprehensive school-wide effort to fully identify and address problem area or areas
 - A change in the environment to effectively combat bullying behaviors
 - A change in student and staff behavior norms to successfully address the problem
2. **Data driven decision-making**
 - Decisions about the implementation of program components are made and modified *after* the analysis of data that is collected.
 - Students participate in a survey of their school climate and behaviors.
 - Parents and school staff participate in a survey of the school climate and behaviors.
3. **Support for any bullying prevention program is provided by:**
 - District and school administrators
 - A majority of classroom teachers and Para educators in the building
 - Clerical, custodial, food service & transportation staff
4. **A coordinating group within the school takes a leadership role in the school's bullying prevention efforts.** The coordinating group includes:
 - An Administrator
 - A School Counselor
 - At least One Parent
 - A Community Member
 - A Teacher from each grade level
 - A Non-Teaching Staff Member (i.e. bus driver or custodian)
 - A School-based Health Professional
5. **Training for the bullying prevention program is provided for ALL staff.**
 - Administrators
 - All teachers
 - Health & mental health professionals
 - Support staff
 - Custodians
 - Bus drivers
 - Lunchroom supervisors
 - Playground aids
 - Volunteers
6. **Rules and policies about bullying behavior are developed and enforced.**
 - Rules guide the behavior of children who bully & children who are bystanders.
 - Staff members' follow-up with consistent positive & negative consequences.
7. **Adult supervision increases in areas identified as "Hot Spots"**
 - "Hot spots" are identified on student surveys.
 - All adults in the school community are vigilant to intervention when bullying behavior occurs.
8. **When a bullying behavior is observed, interventions are consistent & appropriate.**
 - All adults are prepared to intervene appropriately on-the-spot, whenever they observe bullying behaviors.
 - Plan for follow up with children who bully as well as victims of bully behaviors and by-standers.
 - Students are empowered to report bullying behaviors and know how to respond when they observe a peer being bullied.
9. **Classroom time includes messages and lessons on bullying prevention**
 - A small amount of time each week is set aside to learn about bullying prevention.
 - Students and staff discuss bullying & peer relations.
 - Staff uses videos, story books, role-playing, and artistic expression.
 - Bully prevention information is integrated across the curriculum.
10. **Prevention efforts are continued over time**
 - Although a kick-off event is generally held at the beginning of the implementation of a bully prevention program, the effort is sustained over time and does not have an end-date.

Adapted from "Bully Prevention and Intervention in a Post-Columbine Era" workshop at the Power and Empowerment: Iowa Governor's Conference on Bullying and Harassment, January 27, 2005, Ames Iowa, Susan P. Limber, PhD, presenter

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